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Wiki 2

References

1. Adu-Agyem, J. (2009) Enhancing children's learning: The art perspective.

*International Journal of Education through Art, (5 )* 2-*3,* 143-155.

This article focuses on a study done in Ghana, which investigated the link between children’s learning and art. Children were interviewed about and told researchers what they felt about their drawings. The parents of the children were also interviewed and expressed how they felt about their children’s learning. What the study showed was that art did facilitate in connecting children’s expression of emotion. The study also found that art can be used as a form of therapy or a non-verbal communication, and as a way to facilitate interaction between children.

1. Bagilishya, D., Drapeau, A., Heusch, N., Lacroix, L. & Rousseau, C. (2005).

Evaluation of a classroom program of creative expression workshops for refugee and immigrant children. *Journal of Child Psychology & Psychiatry, 46* (46) 2, 180-185. doi: 10.1111/j.1469-7610.2004.00344.x

This is a study that explores the effects of a creative expression program designed to prevent emotional and behavioral problems and to enhance self-

esteem immigrant and refugee children. The most commonly mentioned benefits of play and artistic expression therapies are improved self-esteem, expression of emotions, problem solving and conflict resolution. The study suggests that the creative expression workshops have a positive effect on immigrant and refugee children’s self-esteem and may decrease behavioral symptoms.

1. Balke, E. (1997). Play and the arts: The importance of the “unimportant.”

*Childhood Education, 73* (6), 355

Balke states that play and creative activity are pure forms of culture that are special to children. With that said, this can mean that classrooms that foster creativity and expressions are like cultural workshops for children. Balke also believes that children clearly express their feelings and thoughts about life when they are given free rein to paint or play. This article supports the idea the children should be given ample time to and protected space for play and art-making. As teachers, we are responsible for encouraging creative activity and bringing in elements for the child to discover and find new meanings for.

1. Buenaflor, J. (2008). Does including art make a difference? *Momentum, 39* (2), 8-

9.

This article looks at art as a sensitive aspect of humanity. It states that the arts allow students to express him/herself in a way that requires feeling and emotion. The author believes that in addition to providing an experience between creativity and subjectivity, the arts develop training real-world skills such as in time management, critical thinking and cooperative learning. Art is a way for a child to be recognized for their work and bring about confidence and self-worth.

1. Derby, J. (2011) Disability studies and art education. *Studies in Art Education: A*

*Journal of Issues and Research, (52),* 94-111.

Derby investigates the field of disability studies and promotes it as a vehicle for the concept of disability to be reorganized. Derby believes that disability advocacy stems from studying the field and beginning a dialogue to elaborate a disability discourse within art education. The article also explores art education researchers’ capacity to contribute to disability studies and collaborate with special education researchers. Derby contributes his thoughts on the problems within art education discourses and the way disability is perceived. Derby believes that the term “special needs” should be reevaluated and questions its connotations.

1. Dorff, J. & Pochedley, E. (2008). The power of collaboration: Two teachers

working together for their students’ success. *Delta Kappa Gamma Bulletin, 75* (1), 18-22.

This article is an anecdotal presentation that chronicles two teachers- one college professor and one high school teacher. In terms of planning for instruction of an art classroom, the article states that increased modifications and adaptations are needed for successful experiences in the art classroom. In selecting artworks to share with students, teachers are encouraged to select works with identifiable objects rather than abstract work. This allows autistic students to connect with the artwork and read stories presented in the pieces. Some works with many identifiable objects allowed students to play “I Spy,” and use washable markers on laminated reproductions to circle the important objects in a piece.

1. Dunn-Snow, P. (1999). A school inclusion approach: Evaluating embedded

assessment within the context of multicultural group art experiences. *Delta*

*Kappa Gamma Bulletin*. *66*(1), 41-50.

This article focuses on a study done by Florida State University art education and art therapy students implemented regarding a Discipline-based Art Education (DBAE) curriculum. The article outlines the study and its components for serving as an inclusion approach to an elementary public school classroom. The article includes its intent to move towards inclusive practices that aim to educate all students with special needs within the classroom. The outcome of the study showed that special needs students are receptive to a DBAE curriculum. The study advocates the idea of defining art as a core subject.

1. Epp, K.M. (2008). Outcome-based evaluation of a social skills program using

art therapy and group therapy for children on the autism spectrum. *Children & Schools, 30*(1), 27-36.

This article focuses on the use of art and group therapy for children on the autism spectrum. Art therapy is believed to be appropriate for children on the autism spectrum because they are visual thinkers. Children with ASD often lack appropriate social skills and motivation to participate in group activities. The study was based on a program called the SuperKids therapeutic model. The leaders of the group consist of art therapists, school counselors, or special education teachers. The group is made up of approximately 6 students of similar age and communication ability. The leaders direct students to discover how to identify and use appropriate social skills such as eye contact, compromise, and conversation skills. The hour-long group is very structured and facilitates group work and self-exploration.

1. Freilich, R., & Shectman, Z. (2010). The contribution of art therapy to the

social, emotional, and academic adjustment of children with learning disabilities. *The Arts in Psychotherapy, 37*(2010), 97-105

This study was conducted to investigate the use of art therapy as a tool for academic assistance among special education students. The study consisted of two groups- one control group of 51 students and one experimental group of 42 students. The results showed that the control group with an academic intervention focused on learning experiences while the art therapy intervention focused on emotional exploration and social development. The children are given art therapy treatment in a special room equipped with various art supplies. The child is responsible for choosing the art project in which they wish to carry out. The project of their choosing is known to reflect the issues on the child’s life that they wish to address through art.

1. Frost, J.L. (2005). Lessons from disasters: Play, work, and the creative arts.

*Childhood Education, 82*(1), 2-8.

This article describes the profound effects that of natural disasters have on children’s emotional health as well as physical health. The article traces various studies done to show how children are helped through the intervention of play, work and the creative arts. It is stated in the article that children attempt to express themselves through play and the arts even under the most brutal of circumstances. The article traces the coping strategies of children who survived various disasters.

1. Furniss, G.J. (2008). Celebrating the artmaking of children with autism. *Art Education, 61* (5), 8-12.

This article studies the art and art processes of many celebrated artists who suffer from autism. Furniss states that artmaking is a significant process to a child with autism and has meaningful and pleasurable effects. Art can act as a tangible insight to a child’s thought process. Many of the thoughts that are represented in piece of art are obsessions or preoccupations. Furniss believes that it is critical for students who are developing atypically to participate in arts instruction.

1. Germain, C. (2008). Art for special needs students: Building a philosophical

framework. *Arts & Activities, 143* (3) 55,71.

Art has the potential to assist special needs students in communicating with others, have confidence in their own ideas, understand emotions, finish projects, improve motor skills, problem solve and grow in ways that empower them. In order for teachers to work more effectively with their special needs students, they need to realize the potential art has to relate to other areas of study. The arts can be beneficial to students on a multitude of levels. By noticing factors such as the developmental and emotional levels of special needs students and creating lessons that meet those specific students’ needs, art can become a therapeutic benefit to those individuals.

1. Henley, D. (1998). [Facilitating socialization within a therapeutic camp setting for children with attention deficits utilizing the expressive therapies](javascript:%20void%200). *American Journal of Art Therapy*, *38* (2), 40-50.

Henley states that behavioral problems were effectively addresses when the child was encouraged to draw a picture about a faulty behavior incident. When addressing a topic through drawing or painting, the children’s defenses, such as resistance or oppositionality, often escape the mind’s censor. When drawing a picture about the behavior, the problem can be objectively examined and an alternate perspective can be made concrete.

1. Henley, D. (1998). [Art therapy in a socialization program for children with attention deficit hyperactivity disorder](javascript:%20void%200)*. American Journal of Art Therapy*, *37* (1), 2-12.

This article focuses on a therapeutic and socialization program for young children. The program takes place on a weekly basis for two hours and is divided into 3 components: free play, group discussion, and expressive arts therapy. Impromptu art making opportunities facilitate self-expression and awareness of self and others. The article also states that socialization requires that children be actively trained to become aware of how they interpret the play process as well as how others perceive their behavior. The learning becomes more participatory and as a result more engaging for the students.

1. Mason, C., Steedly, K. & Thorman, M. (2008). Impact of arts integration on voice, choice, and access. *Teacher Education & Special Education 31* (1), 36-46.

This study was conducted to examine the efficacy of arts integration and the suggests that arts may assist students in demonstrating knowledge in other academic areas. One of the advantages of arts-based instruction may be that the students have opportunities to make decisions for themselves while engaged in an art activity. Based on the studies conducted in this article, the teachers of the special education students found “the arts integration beneficial by providing depth into the curriculum, increased student engagement and allowed for greater freedom in instruction practice.”

1. Naumburg, M. (2001). Spontaneous art in education and psychotherapy.

*American Journal of Art Therapy, 40* (1)

This article addresses two case studies involving children and the use of art therapy. One study follows a nine-year old girl who was very withdrawn and seemingly depressed. Her classroom teacher noticed these atypical behaviors and reached out to the parents of the child. When the parents agreed, the teacher began to spend a half an hour each day during lunch, giving drawing lessons to the student. She began by drawing anything she desired and this enabled her to talk about her home life, giving the teacher more insight to why she behaves certain ways. In the end, the relationship between the teacher and student helped to strengthen the child’s ego and find her center.

1. Nisenson, K. (2008). Arts for healing: The importance of integrated music

and art in therapy and special education. *Exceptional Parent, 38* (3),  42-44.

Nisenson studies the effects of music and art therapy have on children with special needs. The article states that arts therapy is intended to create an environment that promotes the developmental stages that were perhaps missed upon special education students. Nisenson believes that art and music therapy are a mirror into the personality that is portrayed through colors, textures, shapes, melody and rhythm. Art produced by an individual can reflect one’s personality while creating a vehicle for which internal change can occur. Nisenson breaks down the arts therapy process into four main phases: Assessment, creative exploration and the recognition of self, transition into repatterning and living in a “new reality”: integration of internal and external worlds.

1. Schwartz, D., Pace, D. (2008). Students create art. *Teaching Exceptional*

*Children, 40* (4), 50-54

This article talks specifically about the integration of arts into after school programs. “When effectively implemented, the integration of the arts into after school programs helps build and reinforce important student academic learning. In addition, it can strengthen teamwork, responsibility, persistence, self-discipline, and presentation skills. Arts programs targeted for low-income youth found that they attracted high-risk students. The article states that “student art is about what the student knows and understands about lived experience in their world.”

1. Siegesmund, R. (2002). Bringing accountability to elementary art. *Kappa*

*Delta Pi, 39* (1)

Siegesmund discusses accountability in elementary schools and how teachers can integrate art into their classrooms in order for children to learn to solve problems using different cognitive skills- ones that respond visually instead of verbally. This article suggests that art curriculums need to approach lessons with the same level of thought and critical thinking skills as does the general class curriculum. Art teachers are encouraged to assess, measure and present information to students rather than simply hang art in the hallway.

1. Taylor, M. (2005). Self-identity and the arts education of disabled young

people. *Disability & Society, 20* (7),763-778

Engagement in the arts allows students to develop, articulate and express elements of their self-identity. The article brings up an interesting anecdote where young man describes after himself as comfortable with who he was after creating multiple self-portraits and synthesizing the different aspects of himself into one single image.

1. Osborne, J. (2003). Art and the child with autism: Therapy or education?

*Early Child Development and Care, 173* (4), 411-423

According to this article, art therapy is based on the grounds of touching emotions, recognizing feelings and helping to identify them in oneself and others. The goal of art therapy should be to heal, grow, obtain a sense of empowerment and self-accomplishment and to feel a sense of identity. Art and the act of play are portrayed as fundamental processes that contribute to the sense of self. Art therapy is an ideal approach to working with students with special needs because the activities involved are not dependent on verbal communication.

1. Rufo, D. (2011). Allowing artistic agency in the elementary classroom. *Art*

*Education 64* (3), 18-23

This article promotes the idea of providing students with more freedom and accountability when making art in the classroom. The author recounts a significant moment during his class time as a teacher when a student was engaged in what he at first viewed as a waste of time and supplies. The student was wrapping scotch tape around a finger during share time. The author noticed that there no interruptions cause by this activity and when share time was over and the student was questioned about his creation, the teacher discovered that the child created a “simple, yet witty contraption.” Had the teacher disrupted this activity, he would have invalidated the students creativity and possibly undermined his self-worth as an artist.

1. Ulman, E. (1992). Art education for the emotionally disturbed. *American*

*Journal of Art Therapy, 30* (3), 101

Ulman states that art education is necessary in a childs life because it is a means of the child conceiving himself and the world around him, while establishing a relationship between the two. The article also states “The function of the arts is to give form to feeling. It is only through the achievement of this form-giving process that the individual can understand and master his own feelings and that feelings can be shared among individuals.” Another function of the arts is the organizing component along with the liberation of feeling, both of which are essential to art. Ulman believes that the teacher of art to the emotionally disturbed, need to have firsthand experience inside of the artistic process in order to fully understand the problems that students may face in the creative struggles.

1. Vize, A. (2005). Making art activities work for students with special needs.

*Arts & Activities, 138* (4), 17-41

This is, in a way, a guide for how to plan art lessons to children with special needs. One way is to modify an existing activity for students who cannot perform on the same level as other students. This may include preparing the initial steps of a task and allowing the student to bring it to completion. This also allows these students to experience success of completing the activity, which is an important step.

1. Waller, D. (2006). Art therapy for children: How it leads to change. *Clinical*

*Child Psychology Psychiatry, 11*. doi: 10.1177/1359104506061419

Waller describes Art therapy as a tool to facilitate positive change in a safe environment. Art therapy is used to help children with emotional, developmental and behavioral problems. This article supports the idea that the child engaging in art therapy is able to get in touch with primary processes and understand that the reaction of rejection from the art therapist, or instructor, is not forthcoming. This article touches upon beliefs from Edith Kramer, the woman who pioneered the Art Therapy movement. Kramer believes that art activities have inherent healing properties and that an art product could emerge out of destructive feelings, which would be a replacement for destructive behaviors and thus prevent them from being acted out. Through the process of art making and the relationship with the therapist, the child is able to gain control over his/her feelings and in turn produce a change in behavior.